

## Day 1

- Personal introductions and monodisciplinary exchange of knowledge and skills on the treatment of a patient with a stroke.
- Focus on the diagnostic process, including prognosis, and the screenings instruments used in the diagnostic phase.

Act nr	Time	Activity	Form and Purpose	Result	Pers.
1	9-9.15am	Welcome	Short word – start of the course		All
2	9.15-10am	<b>Lecture 1:</b> Evidence Based Practice	Justification of Multiprofessional coöperation in terms of clinical outcomes	The student is convinced that MPSM is the best way of care for stroke patients	All
3	10.00-10.15am	Introduction to this week's curriculum and the follow-up assignments.	Students know what the summerschool programme has in store for them, and what will be expected of them after summerschool is over.		All
4	10.15-11.00am	Introductory exercise (including expectations of the course and of working together).	Personal introductions, teambuilding.		Tutor group (mod)
5	10.45-11am	Break.			
6	11am-12.30pm	Healthcare in the participants' own countries. Students present the posters and films they have made. Short discussion on notable similarities and differences.	Introduction to healthcare in different countries and by different professions.	Twelve short presentations; list of similarities and differences.	Tutor group (mod)
7	12.30-1.30pm	Lunch.			
8	1.30-2pm	Feedback and reflection based on posters and films.	Students learn what feedback and reflection are, and how to work with these.		Tutor group (mod)
9	2-3pm	<b>Lecture 2:</b> Multi-disciplinary cooperation, ICF, Chains of care	Students understand the importance of multidisciplinary cooperation and know the preconditions to cooperate in practice of a rehabilitation setting.	More knowledge about challenges and impedings in multiprofessional cooperation.	All
10	3-3.15pm	Break.			
11	3.15-4.15pm	Monodisciplinary exchange of knowledge and skills on	Students know how their own profession		Mono group

		<p>the treatment of a patient with a stroke</p> <p>Based on case Mr van Dam, the students discuss the instruments used by their own profession during the diagnostic phase, and also prognosis.</p>	<p>diagnoses a stroke patient and gives a prognosis.</p> <p>Students know how to diagnose problems of patients with stroke and give a prognosis in relation to these.</p>		
12	4.15-5pm	<p>Monodisciplinary groups prepare tomorrow's clinimetrics presentation on day 2 (exercise based on case Mr van Dam).</p>	<p>Students can compile a diagnostic plan and carry it out in their own discipline.</p>	<p>Each discipline shows the others what instruments it uses in the diagnosis of problems of patients with stroke.</p>	<b>Mono group (mod)</b>
13	5-5.15pm	<p>Preview of tomorrow's programme, brief evaluation of the day and close.</p>			<b>All</b>

## Day 2

- Development of knowledge and skills related to the treatment of a patient with a stroke.
- Introduction to multidisciplinary interaction (MDI).

Act nr	Time	Activity	Form and Purpose	Result	Pers.
14	9-10am	<b>Lecture 3:</b> Clinical Reasoning in Stroke management, ICF	By using some models of clinical reasoning do students learn to base their clinical decisions and their questioning colleagues	In the monodisciplinary groups and in the MDI-1 of today (and in the week) are students able to argue on evidence based opinions. Students are able to use a common framework whereby different disciplines can recognize clinical reasoning.	All
15	10am-12.30pm (with break)	Presentation of clinimetric qualities of instruments of student's own choice	Students learn about the diagnostic clinimetrics used by different disciplines.	Eight demonstrations	Tutor group (mod)
16	12.30-1.30pm	lunch			
17	1.30-2.15pm	<b>Lecture 4:</b> Clinical Symptoms Stroke.	Students share their knowledge (based on their preparation) and learn more about the stroke patient. The lecture should link between the preparation task with the different lesions.	Greater understanding of the complex symptoms of patients with stroke and are able to use this knowledge in their clinical reasoning	All
18	2.15-2.25pm	MDI-1: Introduction: the case of Mr van Dam, a complex stroke patient.		Students learn the procedure used at the summerschool for working with case studies to prepare an MDI.	All
19	2.25-2.45pm	Monodisciplinary groups prepare for an MDI.	Students are prepared for an MDI. They use a model of clinical reasoning.	Students have prepared a list with procedural and substantive points for the forthcoming MDI. They are able to provide arguments based on outcomes of clinical reasoning	Mono group
20	2.45-3.15pm	MDI-1. The MDI is conducted in inner and outer circles. At the next	Introduction to multidisciplinary interaction. This is	Two reports of MDIs from each tutor group.	Tutor group (mod)

		MDI, the roles will be reversed.	an initial exercise at which you will realize that you need the other disciplines.		
21	3.15-3.30pm	Break.			
22	3.30-4.30pm	MDI-1 review. Then joint formulation of the criteria a good MDI should meet	Students practise providing feedback and reflecting. They learn more about the criteria for an effective MDI .	List of criteria for a well performed MDI The results are posted on the ELE.	<b>Tutor group (mod)</b>
23	4.30-5.15pm	Tutor groups fill in the ICF form for the case Mr van Dam, discuss the expected prognosis and the best approach to diagnosis and treatment.	Students reach consensus on the prognosis, the diagnosis and the treatment.	Prognosis for the stroke patient and plan for diagnosis, treatment and follow-up policy (referral policy in the chain of care).	<b>Tutor group (mod)</b>
24	5.15-5.30pm	Preview of tomorrow's programme, brief evaluation of the day and close.	Plenary session		<b>All</b>

### Day 3

- MDI exercise: stroke patient in the acute phase (context: hospital).
- Focus on the ICF system (problem analysis).

Act nr	Time	Activity	Form and Purpose	Result	Pers.
25	9-10am	<b>Lecture 5:</b> Guidelines	Introduction on guidelines, development of the guideline and various recommendations of this guideline and discussion with students about recommendations.	Students learn about the background and use of guidelines with special focus on the CNRG-Stroke.	All
26	10-11.00am	Video Mrs. Stam Students read case of Mrs. Stam	Preparation for the next activity.		All
27	11-11.15am	Break.			-
28	11.15-12.15am	Monodisciplinary groups fill in the ICF form for case Mrs. Stam and discuss the expected prognosis, and the best approach to diagnosis and treatment.	Students reach consensus on the prognosis, the diagnosis and the treatment.	Prognosis for the stroke patient and plan for diagnosis, treatment and follow-up policy (referral policy in the chain of care).	Mono group
29	12.15-1.15pm	Lunch.			
30	1.15-1.45pm	MDI-2 The MDI is conducted in inner and outer circles. The roles will be reversed.			Tutor group (mod)
31	1.45-2.45pm	MDI-2 review. Students check whether the interaction met their own criteria for a well performed MDI and, if necessary, add to the list.	Students practise providing feedback and reflecting. They develop the abilities needed to conduct an MDI.	Completed checklist of criteria and learning points from MDI-2. Updated checklists of learning points (what and how) and criteria for the next MDI. Everything is posted in the ELE.	Tutor group (mod)
32	2.45-3pm	Pause			
33	3-4pm	<b>Lecture 6:</b> Stroke Management in acute / sub-acute phase	Plenary session The lecture gives examples of goals, results and experiences in stroke management in the hospital	The students are familiar with specific goals and organisation of a MDI in Hospital	

34	4-5pm	Video Mr Soikromo Students read case Mr. Soikromo	Preparation for the next activity		<b>All</b>
35	5.-5.15pm	Preview of tomorrow's programme, brief evaluation of the day and close.	Plenary session		<b>All</b>
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DAY 4

Act nr	Time	Activity	Form and Purpose	Result	Pers.
37	9-10am	<b>Lecture: 7</b> Ethics	The lectures shows the possibility tot use a digital program to registrate clinical outcomes based on evidence-based practice, guidelines and protocols. This use is related to the standard of Evidence Based Medicine (Practice)	Students know that clinical reasoning and evaluation is based on knowledge of results of clinimetrics. They are able to use a digital registration program	All
38	10-10.15am	Break.			-
39	10.15-11am	Monodisciplinary groups discuss case Mr Soikromo, fill in the ICF-form and compile a treatment plan for him. Students try to anticipate the input from other disciplines. They can state the degree of evidence for the measures proposed (supported with literature).	Students prepare the MDI.		Mono group
40	11-11.45am	MDI-3 is conducted in inner and outer circles. The exercise is recorded on video.	Tutor group Students develop the abilities needed to conduct an MDI, resulting in a multidisciplinary treatment plan. Focus on cooperation skills and communication.	Completed MDI; multidisciplinary treatment plan.	Tutor group (mod)
41	11.45am-12.30pm	MDI-3 review. The video recording may be used. Students check whether the interaction met their own criteria for a good MDI and, if necessary, add to the list. Students check whether the learning points have been addressed and, if necessary, state what they are going to do to tackle them effectively.	Students practise providing feedback and reflecting. They develop the abilities needed to conduct an MDI.	Completed checklist of criteria and learning points from MDI-3. Final list of criteria for a good MDI, to be used in the assessed interaction, MDI-4.	Tutor group (mod)
42	12.30-1.30pm	Lunch.			-
	1.30-2.15pm	<b>Lecture 8:</b> Stroke	The lecture gives	The students	All

		Management in post-acute / sub-acute phase	examples of goals, results and experiences in clientcentered stroke management in rehabilitation	are familiar with specific goals, screenings instruments and organisation of a MDI in Rehabilitation	
43	2.15-2.45pm				
44	2.45-3.15 pm	Students prepare for an interview with patients in the rehabilitation phase. This centres on the patient's experience. Brief preliminary discussion with the tutor about the interview.	Students learn what a stroke and recovery from it mean for those affected.	Questions and individual tasks for the interview.	<b>Tutor group (partly mod)</b>
45	3.15-3.30pm	Break.			-
46	3.30-4.00	Students interview a patient about their experience.	Students learn what a stroke and recovery from it mean for those affected.	Interview report.	<b>Tutor group (mod)</b>
47	4.00-4.15pm	Students review the interviews and formulate conclusions.	Students learn what a stroke and recovery from it mean for those affected.	Conclusions about patients with a stroke' experiences during the rehabilitation phase.	<b>Tutor group (mod)</b>
48	4.45-5.15pm	A delegation of each tutor group tells plenary the conclusions from their interview.	Students learn what a stroke and recovery from it mean for those affected		<b>All</b>
49	5.15-5.30pm	Preview of tomorrow's programme, brief evaluation of the day and close.	Plenary session		<b>All</b>

## Day 5

- Assessed MDI: CVA patient in the chronic phase (context: home, residential care or nursing home).
- Focus on the information process.

Act nr	Time	Activity	Form and Purpose	Result	Pers.
50	9-9.45am	<b>Lecture 9:</b> Stroke Management in chronic phase - the CVA patient in the home environment - chronic phase –	Plenary session paying attention to the most important consequences of the patient and relatives. Discussing the role of important others and quality of life.	Knowledge about the factors that are of importance for a successful reintegration and revalidation.	<b>All</b>
51	9.45-10.30	<b>Lecture 10:</b> Caregivers in Stroke management	Students can cite the possible long-term consequences of a stroke. They know enough to prepare an information plan. The lecture gives examples of goals, results, impedings and beliefs in stroke management in home care	The students are familiar with specific goals, screenings instruments and organisation of multiprofessional coöperation in home care	<b>All</b>
52	10-30-10.45am	Break.			-
53	10.45-11.45am	Students scrutinize case Mrs Bruyn, and watch the video.	Unmoderated		-
54	11.45-12.30am	Monodisciplinary groups discuss the case of Mrs. Bruyn and compile an information plan for her.	Students prepare for the MDI.	Monodisciplinary information plans.	<b>Mono group</b>
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56	12.30-1.30pm	Lunch.			-
57	1.30-2.15pm	MDI-4, on case Mrs Bruyn,	Students SHOW the abilities needed to conduct an MDI resulting in a multidisciplinary information plan.	A multidisciplinary information plan describing what has to be explained and by whom.	<b>Tutor group</b>
58	2.15-2.45pm	MDI-4 review. The video recording may be used.	Students practise providing feedback	Completed checklist of MDI	<b>Tutor group</b>

		Students check whether the interaction met the criteria for a good MDI as developed during MDI-1, 2 and 3..	and reflecting. They develop the abilities needed to conduct an MDI.	criteria.	
59	2.45-3.00pm	Break.			-
60	3.00-3.30pm	Explanation of follow-up assignments.	Plenary session – small groups. The students are introduced to their follow-up assignments after the summerschool and discuss possible questions.	Every student has made a plan to finish all the assignments in time.	<b>All</b>
61	3.30-4.00	Evaluation, and saying good bye			
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